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ABSTRACT

The third in a series of documents reflecting the development of a comprehensive career education plan for the State of Nevada, the publication provides direction for schools seeking to set up an instructional framework for a sound and comprehensive career education program. It suggests a variety of approaches utilizing the abilities and resources of many teachers, along with suggestions for organizing various instructional modes for effective teaching and learning. Career education instruction guide components, the steps for assigning school objectives, writing classroom objectives, and developing instructional guides based on them are detailed in the document. Selecting and grouping occupations within career families and relating the career family in school, home, community, and work-place are topics also touched on. (Author/MW)

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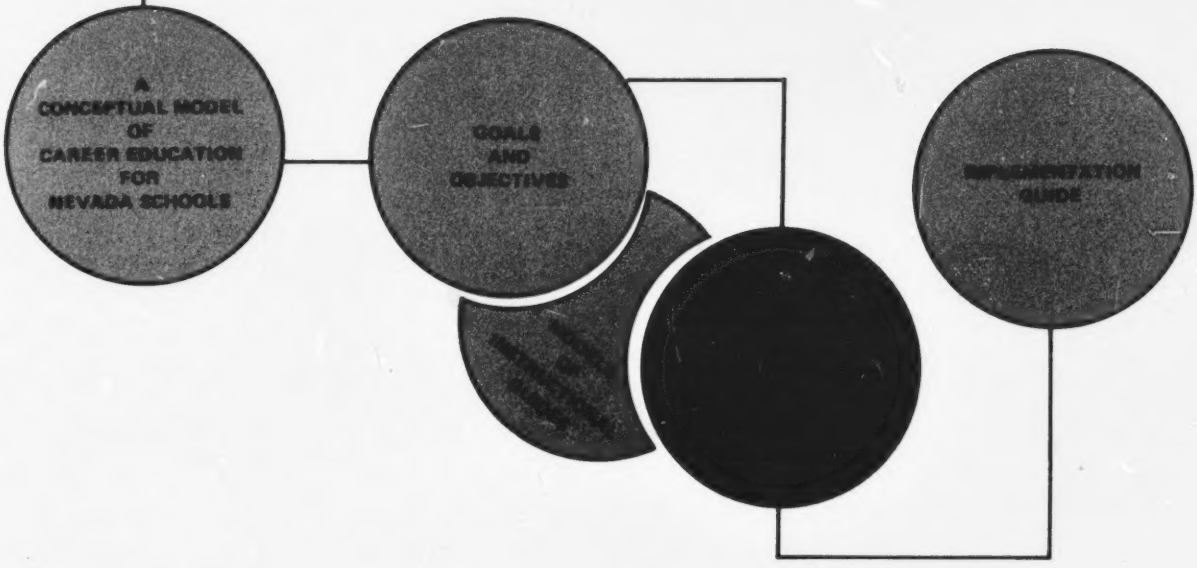
CAREER DEVELOPMENT IN NEVADA



This Publication is one of five developed by the Nevada Department of Education to further Nevada's Career Development Program.

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THE DEPARTMENT OF EDUCATION AND ITS COMMITTEE MEMBERS GIVE SPECIAL THANKS TO THESE EDUCATORS WHO SERVED ON THE LOCAL EDUCATIONAL AGENCY REACTION COMMITTEE AND GAVE EXCELLENT HELP AND ASSISTANCE THROUGH THE DEVELOPMENT OF THIS DOCUMENT.

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ORGANIZING FOR INSTRUCTION

• INTRODUCTION •

Career development is a process that integrates learning and doing into a program which leads to the development of positive attitudes toward the personal, psychological, social, and economic significance of work. The programs that provide for this process are called career development, not because the preparation for work should become the sole or even the major focus of education, but because student exploration of career interests, aptitudes, and abilities is a powerful means of effecting a much-needed fusion of reality into the curriculum.

The document, **Career Development in Nevada**, represents a conceptual approach through which the application of proven and experimental ideas and practices can be formalized into a total instructional system. The concept points to the need for change in organizing and teaching for living in the real world. It will also strengthen the approach to and the quality of the entire instructional process. Career Education is flexible and compatible with other educational programs such as Community Education and Adult Education.

Career Development in Nevada, then, presents a conceptual statement for career education. The document, **Goals and Objectives**, provides a hierarchy of goals and related objectives. This document, **Organizing for Instruction**, provides direction for schools seeking to set up an instructional framework for a sound and comprehensive career education program. It suggests a variety of approaches utilizing the abilities and resources of many teachers, along with suggestions for organizing various instructional modes for effective teaching and learning.

This material is designed to help curriculum planners (administrators and teachers) as they develop plans for the implementation of a school career development program.

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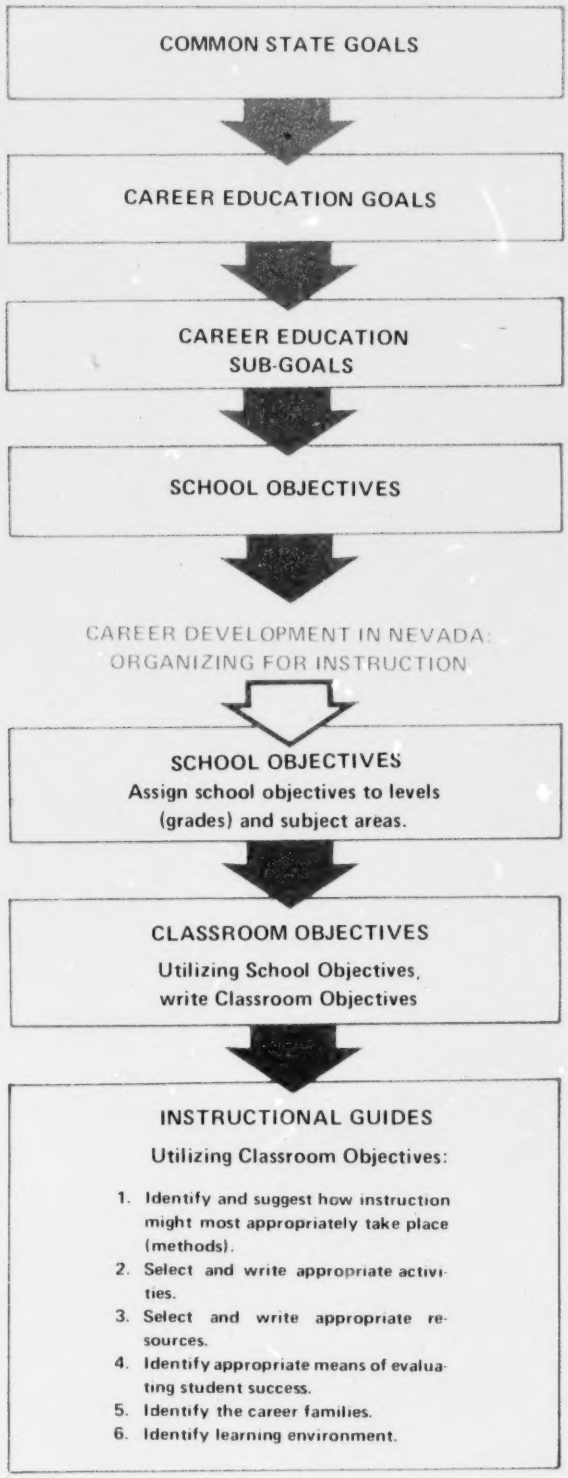
PROCEDURES

The document, **Career Development in Nevada; Goals and Objectives**, published by the Department of Education provides those concerned with curriculum development with a hierarchy consisting of common goals of education, career education goals, and school objectives from which to work in writing instructional guides.

The school objectives are meant to be the basis for the development of classroom objectives within the school or school districts. Prior to the writing of classroom objectives, it is necessary to organize for instruction by assigning school objectives to various levels (grades) and subject areas.

Classroom objectives are then written and become the foundation upon which the instructional guides are built for the levels and subject areas. The instructional guides will then point the way for instruction by providing *continuity, structure, and content* in teachable segments or units.

Within these instructional guides, there ought to be suggestions relative to how instruction is to take place, what activities are appropriate, what resources are available, what evaluation procedures will be utilized, which career families are appropriate, and what learning environments are most appropriate for the activities.


COMMON STATE GOALS
CAREER EDUCATION GOALS
CAREER EDUCATION SUB-GOALS
SCHOOL OBJECTIVES
CAREER DEVELOPMENT IN NEVADA: ORGANIZING FOR INSTRUCTION
SCHOOL OBJECTIVES
Assign school objectives to levels (grades) and subject areas.
CLASSROOM OBJECTIVES
Utilizing School Objectives, write Classroom Objectives
INSTRUCTIONAL GUIDES
Utilizing Classroom Objectives:
1. Identify and suggest how instruction might most appropriately take place (methods).
2. Select and write appropriate activities.
3. Select and write appropriate resources.
4. Identify appropriate means of evaluating student success.
5. Identify the career families.
6. Identify learning environment.

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● ASSIGNING SCHOOL OBJECTIVES

The utilization of a Career Education Program Matrix for each School Objective is helpful in assigning school objectives.

The purpose of such a matrix is to provide, in graphic form, the school objective, the level (grade), the subject area(s), and a statement of articulation and continuity.

Teachers, given the matrixes appropriate to their subject area(s) and level, can then set about the task of writing classroom objectives.

CAREER EDUCATION PROGRAM MATRIX				
Goal No. _____	Sub-Goal No. _____		School Objective No. _____	
☐ Awareness	☐ Specialization		☐ Exploration	
STATE SCHOOL OBJECTIVE	LOCATION			
	Elementary School	Middle School	High School	Continuing Education
LEVEL (Grade)				
SUBJECT AREAS				
STATEMENT OF ARTICULATION AND CONTINUITY				

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An example of a completed matrix for assigning school level objectives to selected grade levels and subject areas:

CAREER EDUCATION PROGRAM MATRIX

Goal No. V | Sub-Goal No. 3 | School Objective No. 2

☒ Awareness ☐ Exploration ☐ Specialization

STATE SCHOOL OBJECTIVE	LOCATION			
Elementary students will have some knowledge of the Economic concepts and principles relating to the nation, state and community.	Elementary School	Middle School	High School	Continuing Education
LEVEL (Grade)	*4*	*5-8*	*9-12*	*13-*
SUBJECT AREAS	*Social Studies*	*Social Studies*	*Social Studies, Business, Home Economics*	*Economics*
STATEMENT OF ARTICULATION AND CONTINUITY	*Simple concept development of needs, wants and resources.*	*Clarifying values, setting priorities and making decisions dealing with wants and resources.*	*Basic principles of supply and demand from consumer perspective*	*Advanced principles of supply and demand as they relate to business, industry and government*

The basic matrix form may be adapted to a more detailed statement for selected levels as in the following example:

CAREER EDUCATION PROGRAM MATRIX FOR HIGH SCHOOL

Goal No. V | Sub-Goal No. 3 | School Objective No. 1

☐ Awareness ☐ Exploration ☒ Specialization

STATE SCHOOL OBJECTIVE

Students will apply their understanding of economic concepts and principles (buying, selling, saving & borrowing) in various real and simulated situations.

LEVEL (Grade)	*9*	*10*	*11*	*12*
SUBJECT AREAS	*Home Economics I, General Business*	*Home Economics II*	*Family Living*	*U.S. Government, Consumer Education*
STATEMENT OF ARTICULATION AND CONTINUITY	*Family values and goals that affect the way money is used*	*Consumer knowledge relating to the purchase of goals and services*	*Income budgeting and expenditure*	*Government controls, consumer fraud and consumer protection*

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WRITING CLASSROOM OBJECTIVES

Once school objectives have been assigned and a career education program matrix completed for each, classroom objectives may be written. School objectives and classroom objectives each contain four common components, expressed in different terms for each type of objective. The components are stated in the form of questions, as follows, *with the portion of the example relating to the immediate question shown in italics.*

SCHOOL OBJECTIVE COMPONENTS

1. **Who will perform the activity?**

   Example: *Elementary students.*

2. **What activity will be performed?**

   Example: Elementary students *will become aware.*

3. **When will the activity be performed?**

   Example: *Prior to the completion of elementary school,* elementary students will become aware.

4. **What will be the content of the activity?**

   Example: Prior to the completion of elementary school, elementary students will become aware of *their unique abilities, aptitudes, educational strengths, and occupational interests.*

CLASSROOM OBJECTIVE COMPONENTS

1. **Who will perform the activity?**

   Example: *Sixth grade students.*

2. **What activity will be performed?**

   Example: Sixth grade students *will complete a self-profile scale.*

3. **When will the activity be performed?**

   Example: *After having completed self-profile studies,* sixth grade students will complete a self profile.

4. **What will be the content of the activity?**

   Example: After having completed self profile activities sixth grade students will complete a self profile *of his or her previously identified abilities, aptitudes, educational strengths, and occupational interests.*

In addition, classroom objectives contain the following two components.

5. **What will be the method of measurement?**

   Example: After having completed self profile studies, sixth grade students, *given a self-profile scale,* will complete the profile of his or her previously identified abilities, aptitudes, educational strengths and occupational interests.

6. **What will be the anticipated performance level?**

   Example: After having completed self profile studies, sixth grade students, given a self profile scale, will complete the profile *to within 80%* of his or her previously identified abilities, aptitudes, educational strengths and occupational interests.

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DEVELOPING INSTRUCTIONAL GUIDES

Once the classroom objectives have been assigned and written, the developers of instructional guides must give consideration to the following questions.

1. What mode or method of instruction is desired for the classroom objective?
2. What activities will assist students in meeting the classroom objective?
3. What resources are needed for the completion of the activities?
4. What means of evaluation will be utilized in measuring the extent to which the student has accomplished the objective?

The above four questions are basic to the development of all instructional guides. In writing *Career Education* instructional guides, however, consideration must be given to these two additional questions.

5. To what career families does the objective best relate?
6. What learning environments (school, home, community, and workplace) are most appropriate for the accomplishment of the activities?

Teachers might find the following form useful in developing school objectives. It is an example of a page of an instructional guide which contains all of the components related to the questions listed above.

GRADE, SUBJECT AND/OR COURSE TITLE: _____

SCHOOL OBJECTIVE: _____

CLASSROOM OBJECTIVE	TEACHING MODES AND METHODS	LEARNING ENVIRONMENTS	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	Large group seminars, independent study, other	Home, community, school, workplace	Include career family when appropriate	Visual, audio, printed, observed	Observed performance, written, other
1. Who will perform the activity?					
2. What activity will be performed?					
3. When will the activity be performed?					
4. What will be the content of the activity?					
5. What will be the method of measurement?					
6. What will be the anticipated performance level?					

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The following are completed examples of guide pages for each level:

GRADE, SUBJECT AND/OR COURSE TITLE: *Grade 3 Social Studies*

SCHOOL OBJECTIVE: *Explore the various occupations which make up the world of work (Goal II, Sub-goal 1, Awareness*

School Objective 1)

CLASSROOM OBJECTIVE	TEACHING MODES AND METHODS Large group seminars, in-dependent study, other	LEARNING ENVIRONMENTS Home, community, school, workplace	LEARNING ACTIVITIES Include career family when appropriate	RESOURCES Visual, audio, printed, observed	EVALUATION Observed performance, written, other
1. Who will perform the activity? *Second grade students* 2. What activity will be performed? *will have knowledge* 3. When will the activity be performed? *after studying the community* 4. What will be the content of the activity? *of the main occupations of the community* 5. What will be the method of measurement? *and will try and describe* 6. What will be the anticipated performance level? *at least five occupations to a degree of acceptance by the teacher*	*1. Audio-visual viewing & listening by the whole class followed by discussion (Socratic)* *1. Class field trips*	*1. School classroom and/or resource center* *1. Community & work place*	*1. View the community film & film strips* *2. Discuss & list the occupations mentioned* *3. Draw picture(s) that tells about five or more community workers* *1. Student visitations design field trip around most popular occupation among student reports, but include at least one occupation from business, industrial, Ven. Ecology & service categories*	*1. Film: What is a Community?* *2. Filmstrip: The Community Helpers* *1. 2. Group permits* *2. Bus* *3. Lunch arrangements* *4. Parent assistance* *5. Camera (for possible photo-story of trip)*	*1. Pictures and stories* *2. Communications skills (Social Studies Course of Study)* *1. Verbal descriptions of at least five occupations*

GRADE, SUBJECT AND/OR COURSE TITLE: *Grade 8, Social Studies*

SCHOOL OBJECTIVE: *Middle School students will analyze their strengths, weaknesses, likes, dislikes, and achievements*

in relation to possible career choices. (Goal 1, Sub-goal 1, School Objective 1, Exploration 1)

CLASSROOM OBJECTIVE	TEACHING MODES AND METHODS Large group seminars, in-dependent study, other	LEARNING ENVIRONMENTS Home, community school, workplace	LEARNING ACTIVITIES Include career family when appropriate	RESOURCES Visual, audio, printed, observed	EVALUATION Observed performance, written, other
1. Who will perform the activity? *8th Grade social studies students* 2. What activity will be performed? *will select a tentative career* 3. When will the activity be performed? *by second semester* 4. What will be the content of the activity? *based on their personal characteristics* 5. What will be the method of measurement? *as evidenced in a rationale presented in a paper* 6. What will be the anticipated performance level? *to the satisfaction of the teacher*	*1. Class discussion* *2. Independent study* *3. Conference with counselor* *4. Small group discussion* *5. Independent study* *6. Presentation of paper*	*1. School* *2. Home* *3. School* *4. School* *5. Home* *6. School*	*1. Students participate in discussion* *2. Complete interest inventory profile* *3. Discuss results of profile* *4. Students discuss particular profile as tentative career choice is made* *5. Prepares final rationale for career choices* *6. Present career choice & rationale to classmates*	*1. Interest inventory profiles, transparencies on interest profiles, FIRM, Your Personality, the You Others Know* *2. Student profile* *3. Completed student profile* *4. Completed student profile, occupational description* *5. Completed profile sheet, occupational descriptions, notes from group discussion* *6. The paper, visuals*	*1. Observation* *2. None* *3. None* *4. Observation check list* *5. Teacher/student analysis of paper* *6. Illinois Course of Studies, Communications check list*

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GRADE, SUBJECT AND/OR COURSE TITLE: *High School, English*

SCHOOL OBJECTIVE: *Secondary and continuing students will be able to present an accurate and complete description of education, training, experience, and related personal data to potential employers through a variety of delivery systems (interviews, tests, applications, etc.) (Goal VIII, Sub-goal 2, School Objective 4, Specialization).*

CLASSROOM OBJECTIVE	TEACHING MODES AND METHODS	LEARNING ENVIRONMENTS	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	Large group seminars, independent study, other		Include career family when appropriate	Visual, audio, printed, observed	Observed performance, written, other
1. Who will perform the activity? *High school seniors in English classes*	*1. Independent study*	*1. Home*	*N/A*	*1. Printed*	*1. Written*
2. What activity will be performed? *will describe*	*2. One to one discussion with teacher & administrator*	*2. School*	*2. Individual instruction & criticism*	*2. Observation*	*2. Observation, discussion*
3. When will the activity be performed? *by May 1 of the senior year*	*3. One to one discussion with counselor*	*3. School*	*3. Test interpretation*	*3. Printed, audio, natl. test*	*3. Discussion, printed data from test co.*
4. What will be the content of the activity? *their education, training, and experience*	*4. One to one discussion with counselor*	*4. School*	*4. Personal grooming advice*	*4. Visual (if possible), printed observation.*	*4. Observation, discussion*
5. What will be the method of measurement? *as evidenced in tests, a written application, and an oral interview*	*5. One to one discussion with teacher*	*5. School*	*5. Review & edit of application*	*5. Written*	*5. Discussion, recommendations for improvement*
6. What will be the anticipated performance level? *to the satisfaction of a prospective employer.*	*6. One to one discussion with employer*	*6. Community*	*6. Simulated interview*	*6. Arrangements with local industry*	*6. Discussion with employer*

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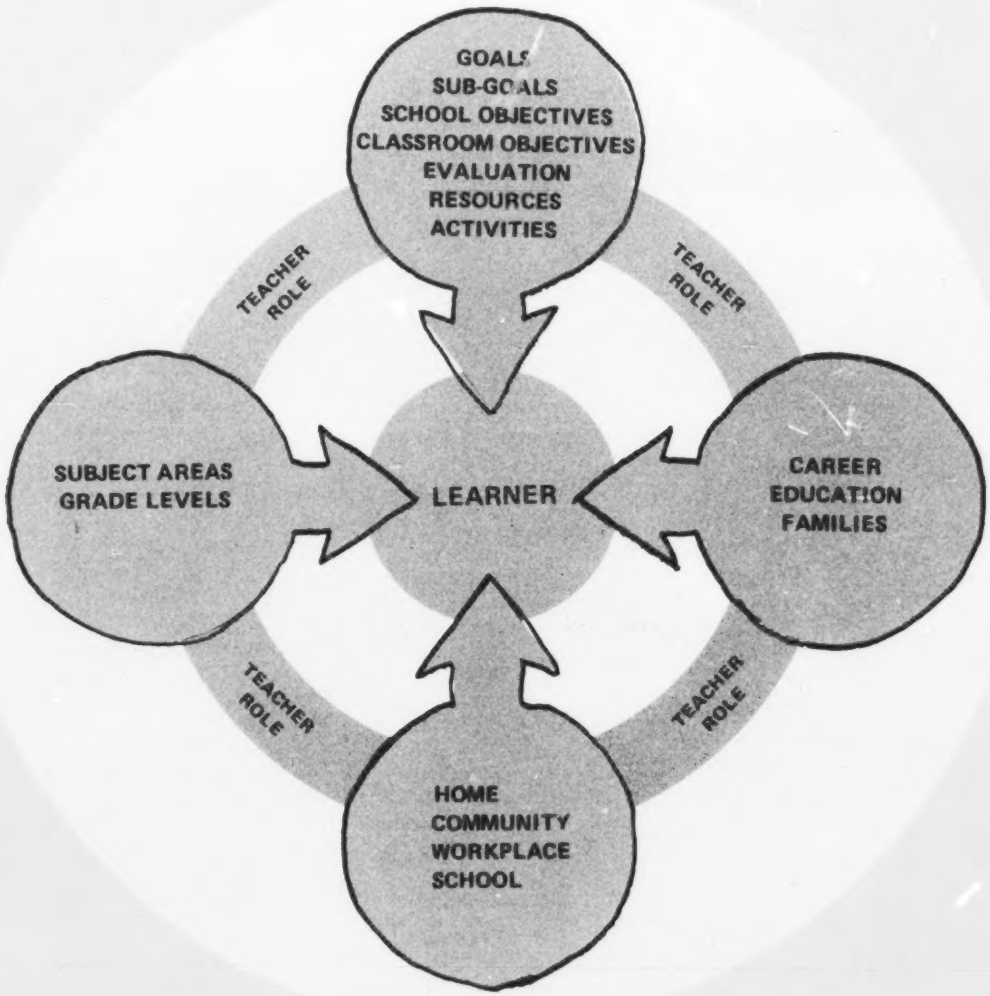
INSTRUCTIONAL APPLICATION

The teacher's role, as indicated, is to select goals, objectives, activities, and evaluative procedures which are keyed to grade levels and which utilize appropriate subject matter, which are organized with logical reference to career families, and which allow for full utilization of all learning environments. The degree to which these selections are appropriate to the learner will largely determine the success of the instructional program.



This diagram indicates the central and unifying focus on the learner. The related components in the four areas are taken directly from the instructional guides. They are selectively combined by the teacher, using appropriate instructional modes (ways and methods of teaching) to provide an optimal learning experience.

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Of special importance in the process is the choice of sound instructional modes. The correlation among objectives, learning activities, instructional modes, and the learner himself is critical. There should be a match among all of these factors so that the learner will be intimately involved in the process.

The competent teacher will be skilled in the use of a multitude of instructional modes. The teacher will use them in appropriate situations, and in such a way as to best achieve predetermined objectives. No one mode of instruction is adequate or appropriate for all subject matter, all students, and all teachers.

Those persons who develop study guides or other program support material should bear in mind the importance of instructional modes and should include in their guides suggestions as to appropriate modes. For example, site visitations and carefully planned field trips are especially sound instructional procedures for the achievement of certain objectives; for other objectives, specific reading assignments, individual research assignments, or simulations and games might be more appropriate and productive. Such specific suggestions should be embodied in more detailed documents designed to provide specific guidance for the classroom teacher.

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SELECTING AND GROUPING OCCUPATIONS WITHIN CAREER FAMILIES

Question 5 on page 5 refers to career families. A career family is a group of related occupations requiring similar knowledge and skills. The degree to which the study of careers will be grouped into families depends on the level of emphasis; *awareness, exploration, or specialization*. These levels are, in turn, tied closely to the chronological order of the continuum – elementary school, middle school, and secondary and continuing education. The following chart is offered as an example of how writers may view the career families as appropriate to general levels of instruction:

<table>
<tr><th colspan="15">SELECTING AND GROUPING OCCUPATIONS WITHIN CAREER FAMILIES</th></tr>
<tr><td>SECONDARY & CONTINUING EDUCATION

SPECIALIZATION</td><td>Business & Office Occupations</td><td>Marketing & Distribution Occupations</td><td>Communications & Media Occupations</td><td>Construction Occupations</td><td>Manufacturing Occupations</td><td>Transportation Occupations</td><td>Agri-Business Occupations</td><td>Marine Science Occupations</td><td>Environmental Control Occupations</td><td>Health Occupations</td><td>Public Service Occupations</td><td>Personal Service Occupations</td><td>Hospitality & Recreation Occupations</td><td>Fine Arts and Humanities Occupations</td><td>Home Economics Related Occupations</td></tr>
<tr><td>MIDDLE SCHOOL

EXPLORATION</td><td colspan="3">Business Occupations</td><td colspan="3">Industrial Occupations</td><td colspan="3">Agri Ecology Occupations</td><td colspan="6">Service Occupations</td></tr>
<tr><td>ELEMENTARY SCHOOL

AWARENESS</td><td colspan="14">SELECTED OCCUPATIONS</td></tr>
</table>

In selecting and grouping occupations within career families, it might be helpful to look at one of the families in some depth. The following breakdown, using *agri-business* as an example, shows how any of the families of occupations might be organized:

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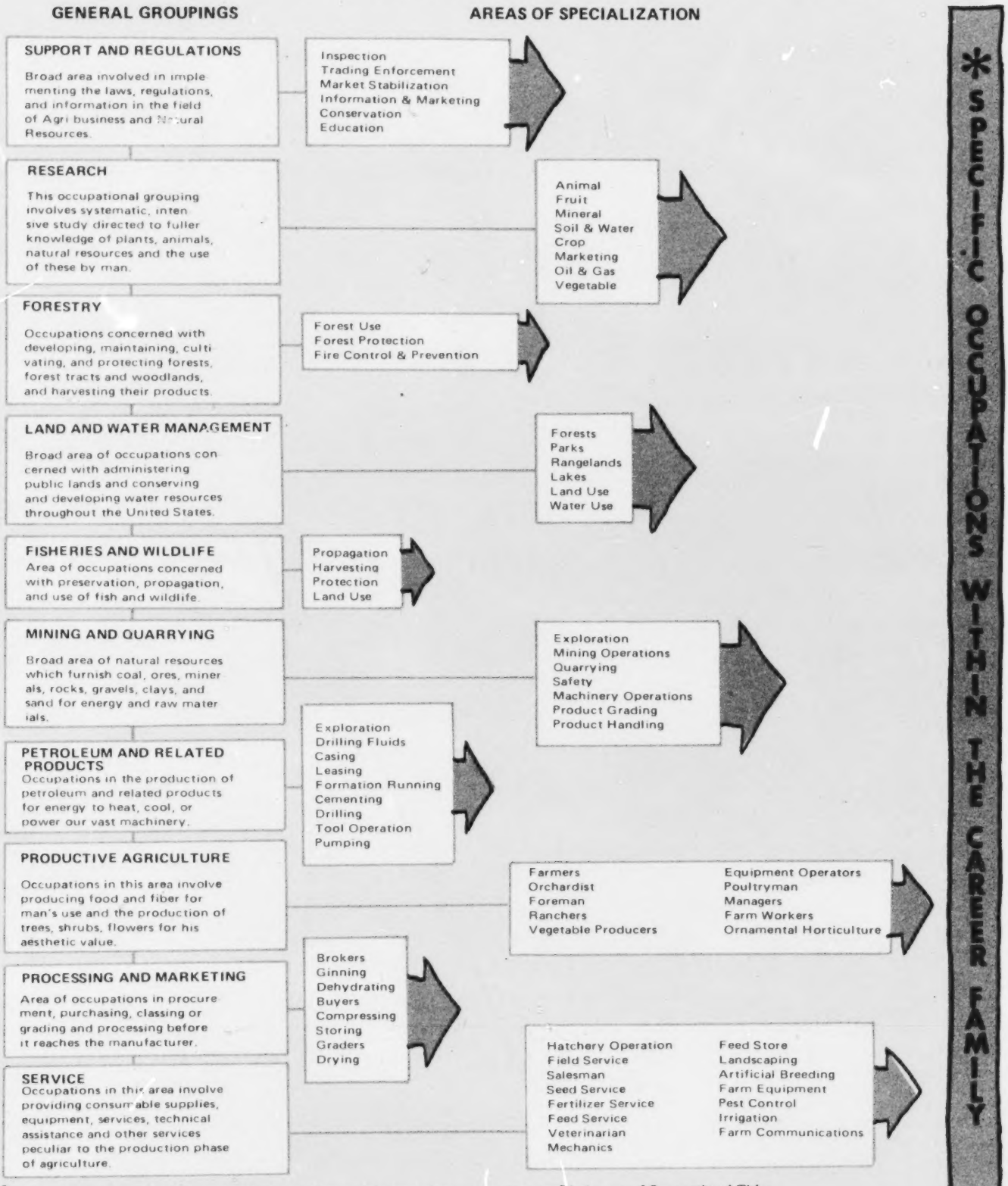
THE FAMILY OF CAREERS IN AGRI-BUSINESS AND NATURAL RESOURCES



* These are the occupations for which job classifications exist or may emerge. See the *Dictionary of Occupational Titles* for classification descriptions.

An Analysis of 15 Occupational Clusters Identified by the U.S.O.E., prepared by Grayson County College, Sherman-Denison, Texas, 1972.

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● RELATING THE CAREER FAMILY IN SCHOOL, HOME, COMMUNITY AND WORK-PLACE

Questions on page 5 refer to learning environments. The instructional guide should include information which relates the home, community, and work-place to the school. The following chart relates these diverse learning environments to the school and shows how they correspond in terms of organization to the career family in the previous charts. They provide yet another dimension for instructional organization.

RELATING THE CAREER FAMILY IN SCHOOL, HOME, COMMUNITY, AND WORK-PLACE										
School and Workplace	WORK EXPERIENCES IN SPECIFIC OCCUPATIONS (Cooperative Education, Etc.)									
School and Community Examples	Junior Achievement	Junior Achievement	4-H	Environment Interest Groups	Candy Stripers	Volunteer Firemen, Policemen, Teacher Aide, etc.	Modeling (Volunteer) etc.	Social and Recreational Opportunities	Community (Little) Theater	Junior Achievement & 4-H etc.
School and Home Practical Arts	Basic Business Education	Industrial Arts Education	Hort. & Garden (urban) Agriculture Prod. (rural)	Environmental Education	Health and Safety Education	Volunteer Training	Charm Education etc.	Etiquette and Leisure Time Education	Music Appreciation, Art Appreciation, etc.	Consumer & Homemaking Education

The instructional guide itself, then, becomes a device for assisting the teacher to define and to perform his role in the instructional process. The teacher brings to bear on the learner the diverse but related elements in **Organizing for Instruction**.

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SUMMARY

The process of organizing for instruction in career education proceeds from the development of goals and objectives to the formulation of Instructional Guides. The foundation for the sequence is detailed in the document **Career Development in Nevada: Goals and Objectives.** Career education instruction guide components, the steps for assigning school objectives, writing classroom objectives, and developing instructional guides based upon them are detailed in this publication **Career Development in Nevada: Organizing for Instruction.** Taken together, the two sequential volumes will assist school districts, administrators and teachers in developing instructional guides for classroom use.